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GERMAN FOR SECONDARY SCHOOLS (A GUIDE TO MINIMUM ESSENTIALS).

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THIS CURRICULUM OUTLINE PROVIDES A SET OF MINIMUM ESSENTIALS, BASED ON A MODIFIED AUDIOLINGUAL APPROACH, FOR SECONDARY SCHOOL PROGRAMS IN GERMAN. FOLLOWING A BRIEF DISCUSSION OF THE NEED FOR LONGER STUDY SEQUENCE AND UPDATED INSTRUCTIONAL PHILOSOPHY, THE GUIDE DESCRIBES THE BASIC OBJECTIVES, CONTENTS, AND SUGGESTED TEACHING PROCEDURES FOR EACH LEVEL OF A 4-LEVEL COURSE, AND MAKES RECOMMENDATIONS FOR LANGUAGE LABORATORY USE. HIGHLIGHTED IN THE BRIEF GUIDE IS A BIBLIOGRAPHY OF BASIC TEXTS AND INTEGRATED PROGRAMS, READERS, CONVERSATIONS, PLAYS, SONGS, DICTIONARIES, TAPES AND DISCS, FILMS AND FILMSTRIPS, PERIODICALS, DISPLAY MATERIALS, METHODOLOGY AND COURSE GUIDES, TEACHER'S AIDS AND TESTS, AND CORRESPONDENCE-ON-TAPE CLUBS. AN APPENDIX LISTS SOURCES OF MATERIALS. (AB)

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For Secondary Schools

(A Guide to Minimum Essentials)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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WILLIAM E. WILSON

State Superintendent of Public Instruction

1963

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FOREWORD

The teaching of foreign languages in Indiana has undergone a great change in the last several years. Today foreign languages are assuming a place of prominence in our educational program and philosophy. Much of this awakening and new interest is due in part to the realization that, in order to communicate, we must be able to interpret and understand other languages and cultures. Therefore, with this in view and in order to define adequately the program in German, the committee, at the suggestion of the State Department of Public Instruction, undertook to develop this curriculum guide.

We hope that this new German language curriculum guide will be of service to all of our secondary schools. It will provide them with a set of minimum standards. Moreover, this initial outline will also serve as a basis for a more detailed guide to be produced in the near future.

The Committee

ACKNOWLEDGMENTS

It is with sincere appreciation that we acknowledge the participation of those interested educators who contributed to the German Curriculum Guide. A word of tribute is also due the school administrators who released teachers from classroom duties in order to provide necessary time for the development of the guide.

While contributions were made by various members of the staff of the State Department of Public Instruction, the groundwork was done by members of the committee who gave generously of their time and talents in formulating this guide as a minimum standard of units of study in the German courses. Included on this committee are classroom teachers of German, professional university teachers, school administrators, and teachers of teachers from our colleges and universities, public and private.

We wish to acknowledge also the valuable contributions by M. Phillip Leamon, School Coordinator, Indiana University, who served as general chairman and editor; Clemens Hallman, State Foreign Language Supervisor, Department of Public Instruction; H. B. Allman, Consultant, Franklin College; and Ellen Parr, Editor of the *Hoosier Schoolmaster*, who gave valuable assistance in reading the manuscripts and proofs.

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INTRODUCTION

The purpose of this guide is an attempt to strengthen foreign language instruction in Indiana. It is not intended to be a panacea nor an attempt to dictate to the state's secondary schools how or what to teach. Instead, it is the first step in what will become, we hope, a more complete guide for teachers of *German.*

Much has been said recently concerning starting foreign language instruction in the elementary school. We heartily approve this approach. We urge, however, that in any such plan *continuity* be given primary consideration. Without a *continuous integrated sequence* in each foreign language offered there is really no "program." In any case Indiana high schools should offer many more four-year programs of at least one foreign language to meet the growing need for more effective citizens in today's world. Recommendation No. 18 by Dr. Conant in his study of the comprehensive high school says:

> "The school board should be ready to offer a third and fourth year of foreign language, no matter how few students enroll. The guidance officers should urge the completion of a four-year sequence of one foreign language if the student demonstrates ability in handling a foreign language."

If a foreign language is introduced at the seventh grade (and more and more schools are doing this), it is suggested that material equal to one year's work be covered during the seventh and eighth grades, thus allowing second-year work to be covered in the ninth grade. Otherwise, the content suggested in this guide for first year (or Level I) may be covered in the ninth or tenth grade.

Because the approach in the teaching of most modern foreign languages is similar in many respects, the section on *Philosophy* and *Language Laboratory* is the same in the French, German, Russian, and Spanish guides. We are particularly grateful to Earle S. Randall, Purdue University; Charles Parnell, Notre Dame University; August Vavrus,

Purdue University; and William D. Bugher, North Central High School, Indianapolis, for their work on the *Philosophy* section. We are also especially appreciative of the work of Elton Hocking, Purdue University; Bernice McCord, New Castle High School; Louise Reiter, Shortridge High School, Indianapolis; and John Acevedo, Indianapolis Public School Television Project, on the *Language Laboratory* section.

Your comments and suggestions will be most welcome. Indeed, they will provide us with the reactions needed to improve the present form of this guide.

PHILOSOPHY

In recent years, American participation in world affairs, political, economic, industrial, social, and cultural, has increased to such an extent that the need for many Americans to be able to communicate directly in other languages has become evident to the public at large. Less striking, but no less an important need for Americans, is the contact with another culture through its language. Learning that there are many ways of doing things, not merely *our* way, is highly desirable in educating our youth for the world of today and tomorrow.

The primary function of language is to communicate, first through hearing and speaking, then through reading and writing. The student who starts to study a second language by learning to understand and answer what he hears, will then be able to move on to reading and writing more easily. If he starts with reading and writing, he may never attain real proficiency in understanding and speaking.

This order of learning—listening and speaking, then reading and writing—is officially recommended by the Modern Language Association, as well as by national associations of teachers of the individual languages.

Listening and speaking require ability to distinguish and to produce the distinctive sounds, rhythms, and intonations of a language. The understanding and production of the sound system, as well as the basic structures, must be practiced to the point of becoming a matter of automatic habit. An initial pre-reading period is necessary if students

are to learn to understand and speak before they have to cope with the written language. The ideal length of this period has not yet been determined, but there is general agreement that there should be mastery of the sound system before its graphic representation is introduced and that during the period in which the structure of the language is being studied students should practice new material orally before they see it in print. *An essential document, which should be considered part of the present statement, is "Modern Foreign Languages in the High School: Pre-Reading Instruction,"* Patricia O'Connor, Office of Education Bulletin 1960, N. 9, available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 25¢.

Since the acquisition of sounds and structures is far more important than building a vocabulary in the initial learning of a language, the number of words should be limited in this phase. The use of English should be kept to a minimum; grammar should be approached inductively, proceeding from material which can be used orally to a consideration of its structures.

Initial and continued emphasis on hearing and speaking does not reduce the importance of the study of reading and writing. However, it is important pedagogically to understand that learning to use the written form of a language is a problem distinct from that of learning to understand and speak it.

Languages commonly taught in our schools have all been used as a means for expression of thought and literary creation. Once the fundamentals of a language are thoroughly mastered it becomes possible to approach its literary, scientific, and popular writings much as one does in the mother tongue, enjoying them and learning from them. At the same time, the student extends his knowledge of the language, its vocabulary, structures, and cultural traditions. This is a field of humanistic enrichment opened to students through advanced training under the foreign language teacher.

Thus, an initial emphasis on understanding and speaking in no way lessens the traditional value of foreign language study as a key to greater humanistic development. This direct practical use of the language is required by the individual and by the nation during our time, as it never was in the past.

CONTENT AND METHODOLOGY

LEVEL I*

Basic Objectives

Emphasis on audio-lingual practice.

A good basis in German phonics upon which to build.

Stress and practice of accurate pronunciation and intonation.

Near mastery of basic grammatical elements and patterns.

Introduction to reading and writing within the framework of materials used.

Content

Near mastery of basic grammatical elements within the framework of materials used, exclusive of passive and subjunctive, by the end of Level I. Variation is to be expected, depending upon the materials used.

Simple dialogues incorporating directions, greetings, and idioms for audio-lingual drill.

Inclusion of numbers, dates, picture story telling, and the mastery of simple idioms.

Reading that includes structures and vocabulary within the framework of materials used.

Introduction to German culture, geography, holidays, folk songs, popular songs, and music.

Suggested Teaching Procedures

More time should be spent on choral than on individual response.

Integration of classroom and laboratory work is essential. All new material should be introduced in the classroom and then drilled in the laboratory.

Grammatical elements should, as far as possible, be learned in patterns and drilled audio-lingually. Only after a class has used grammatical elements orally in meaningful sentences, should the grammar be summarized. The inductive method should be used.

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* Level I includes the seventh and 8th grades combined, or the 9th or the 10th grade; each level beyond Level I covers one year in high school.

Cultural information should be included in the classroom and where possible in the laboratory. Frequent short periods for authentic tape recordings, records, slides, and movies, and discussions of the life and culture of Germany are recommended.

Paraphrasing of certain expressions or complete sentences is an effective method of teaching vocabulary and testing comprehension.

The use of frequent 5- to 10-minute quizzes is recommended. These might include dictations, fill-ins, completions, or short answer questions.

The unit hourly test should include a representative sampling of the material covered. A comprehensive test should be given at the end of this level.

LEVEL II

Basic Objectives

Further stress of accurate pronunciation and intonation.

Increased emphasis on reading, emphasis on writing similar to Level I, slightly less emphasis on hearing and speaking than in Level I.

Near mastery of all basic grammatical elements by the end of Level II.

Increased awareness of German life and culture.

Content

Review of the patterns of sound, order, and form learned in Level I.

Dialogues similar to those in Level I, but with increased complexity in content, structure, and vocabulary, skits, and one-act plays.

Assigned topics that gradually lead to extemporaneous discussion in German.

Extensive reading of selections that are graded in difficulty, that can be used as a basis for discussion and short written exercises in German, and that the student can read and understand without translating.

Introduction to, and mastery within the limits of the materials used, of all verb tenses, definite and indefinite articles, nouns, cases, pronouns, adjectives, prepositions, passive voice, and subjunctive mood by the end of Level II.

Cultural information such as geography, history, daily habits, holidays, and music.

Suggested Teaching Procedures

Same as for Level I.

Correspondence by letter or tape with a German student.

LEVELS III AND IV

Basic Objectives

Further improvement and development of audio, lingual, reading, and writing skills.

Continuation of students' study of German cultural and literary backgrounds.

Content

Dictation, situations, dialogues, extensive reading and writing: i.e., character studies, descriptions, etc. pertaining to material covered. Structure and vocabulary drill of assigned reading material with emphasis on correctness.

The use of as much German as possible in the classroom.

Reading for content rather than for translation.

Increased emphasis on individual responses.

Suggested Teaching Procedures and Material

Stories which are adaptable and graded for difficulty may be used. Graded stories and reading material may be found in the *MLA Selective List of Materials*, in addition to materials listed in this booklet.

Periodicals, such as "Monatspost," and Langenscheidt's "Sprach-Illustrierte," may be used to supplement reading.

Movies and laboratory facilities should be used for emphasizing the direct method of teaching. "German Newsreel (Wochenschau)" may be used for current material. Several excellent literary tapes are listed in the MLA List.

Short 5- to 10-minute quizzes, both oral and written, may be used frequently. Longer 40- to 50-minute examinations

should be used following each unit covered. A comprehensive test should be given at the completion of each level.

German for Secondary Schools, 1961—Suggested Content and Organization for Four- and Six-Year Sequences. Available for $1.50 from the New York State Education Department, Publications Distribution Unit, Room 169, Education Building, Albany 1, N. Y.

Foreign Languages—Grades 7-12, Curriculum Bulletin Series No. 5, available from the State Department of Education, Hartford, Conn.

THE LANGUAGE LABORATORY

One of the most dramatic changes in foreign language instruction has taken place within the past several years. Along with, and in many occasions because of, the introduction of electro-mechanical facilities, the whole approach and emphasis of learning has been placed in a better perspective. No longer are we concerned with learning about the language; instead we are urging that language be taught by speaking it. The language laboratory, properly used, can indeed serve as an invaluable adjunct to foreign language instruction.

Teachers and administrators should first have a clear understanding of the nature and function of the language laboratory. Like the chemistry laboratory, it does not replace the teacher; it enables him and the students to do things that they cannot do in the classroom. The first and most important is the simultaneous audio-lingual practice that all students receive. This in turn is based on the assumption, generally accepted by the profession today, that foreign language study should follow the sequence of hearing, speaking, reading and writing, with primary emphasis in the first two years on the audio-lingual skills of hearing and speaking. These skills are powerfully aided by frequent practice in the language laboratory, orally drilling the integrated materials which have previously been introduced in the classroom. All material presented on tape should first be introduced in the classroom.

Only if administrators and teachers accept this rationale, and are willing and able to implement it, should they install a language laboratory. Half-hearted morale or a half-starved annual budget will produce only frustration. Just as the chem-

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Note: For a more detailed explanation of any of the above suggestions, the following courses of study are recommended:

istry laboratory requires care, supplies and replacements, so will the language laboratory require expenditures for spare parts and systematic maintenance by a technician or student assistant—not the teacher. It is the teacher's responsibility to provide intelligent and enthusiastic use of the facilities. When these requirements are met, the laboratory will justify itself to teachers and students, as it is doing in thousands of communities throughout the country.

In planning a foreign language program that will include the use of a language laboratory one should consider first of all the students' needs and age level, and next the objectives of the course. Only if the listening and speaking skills are to be emphasized, should there be language laboratory facilities. The readiness of the teacher, in both attitude and training, should also be considered before a decision is made regarding the installation of a language laboratory. It should be emphasized that the *key* to a successful foreign language program will be found in the teacher and in the method employed, rather than in equipment. The function of the language laboratory is to implement audio-linqual instruction. Last, but by no means least, the teacher should be allowed released time in order to adjust his program to a new approach. Effective use of the laboratory will depend on careful planning, not mere chance.

The following are things the language laboratory can do:[1]

1. Provide for active simultaneous participation of all students in a class in listening and listening-speaking practice in or out of class.
2. Provide a variety of authentic native voices as consistent and untiring models for student practice.
3. Provide for individual differences through guided practice in an individualized group, small group, or individual study situation with facilities for student self-instruction and self-evaluation at his own learning rate.
4. Free the teacher from the tedious task of presenting repetitive drill material, thus allowing him to perform a dual role simultaneously.

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[1] *The Language Laboratory*—by Joseph C. Hutchinson, U. S. Government Printing Office, Washington 25, D. C.

5. Afford the teacher opportunities and convenient facilities for evaluating and correcting the performance of individual students without interrupting the work of others.
6. Provide intimate contact with the language, equal hearing conditions for all students, and facilities for simultaneous grouping of different activities through the use of headphones.
7. Provide a reassuring sense of privacy, reduce distractions, and encourage concentration through the use of headphones and partitions.
8. Provide facilities for group testing of the listening and speaking skills.
9. Provide for special coordination of audio and visual materials in sequential learning series or in isolated presentations.
10. Provide aid to some teachers, who for various reasons do not have adequate control of the spoken language, in improving their own audio-lingual proficiency.

After reappraising its foreign language program the school can begin a careful study of specific equipment. It is recommended that the school spend at least one year studying and evaluating different types of electro-mechanical equipment. Teachers are encouraged to visit schools which have already installed a language laboratory; in fact, it would be worthwhile visiting different types of laboratories. The State Foreign Language Supervisor will be able to provide you with such a list of schools in your vicinity. Indeed, throughout this planning period schools are encouraged to avail themselves of the advice of specialists from the State Department of Public Instruction or from one of the colleges or universities. Valuable information can also be obtained from the forthcoming *State of Indiana's Language Laboratory Standards and Specifications;* the *Purchase Guide* and *Supplement* by the Council of Chief State School Officers; the *Technical Guide for the Selection, Purchase, Use and Maintenance of Language Laboratory Facilities,* by Alfred S. Hayes (U. S. Office of Education); and from Dr. Joseph C. Hutchinson's book to which we have already referred.

Some additional recommendations for those considering the installation of some kind of electro-mechanical equipment are:

1. Because no student can imitate a sound he cannot hear, highest priority should be given to the fidelity of the sound as it is brought to the ears of the students.
2. In a "booth laboratory" the number of individual units should not be less than the enrollment in largest class, plus a few (not less than 10%) stand-by units.
3. Each "position" should provide at least an activated headset and in a booth laboratory, no less than 15% of the booths should provide recording and playback facilities.
4. Highly desirable are audiovisual facilities such as a movie projector, a large screen completely visible from all positions, and adequate control of acoustics, light and ventilation.
5. A recording studio is almost a "must." Such a studio allows a teacher to make a recording free from extraneous noise or during school hours while another class is using the laboratory.

Further references:

Brooks, Nelson. *Language and Language Learning.* Harcourt, Brace and World, New York, 1960. pp. 147-156.

Bulletin of the National Association of Secondary School Principals: "Modern Foreign Languages in the Comprehensive Secondary School." October, 1959.

Hocking, Elton. "Language Laboratories," in *The Nation's Schools.* Feb., 1961.

Iodice, Don R. *Guidelines to Language Teaching in Classroom and Laboratories.* Electronic Teaching Laboratories, Washington, D. C.

Mathieu, Gustave. "Language Laboratories" in *Review of Educational Research.* April, 1962.

Modern Language Association, *Reports and Surveys.* 70 Fifth Ave., New York 11, 1962. pp. 234-237.

Orr, J. Collins. *Selective Bibliography for A-V Teaching of Modern Foreign Languages.* DAVI of NEA, 1201 16th St., N. W., Washington 6, D. C. (Free.)

Stack, Edward M. *The Language Laboratory and Modern Language Teaching.* Oxford University Press, New York, 1960.

Audiovisual Instruction (especially the special issues of September, 1959, and November, 1962, entirely devoted to foreign language teaching). DAVI of NEA, 1201 16th St., N. W., Washington 6, D. C.

BIBLIOGRAPHY—MATERIALS LIST

In addition to the materials listed below, a teacher of German will find the following lists invaluable:

MLA Selective List of Materials, ed. by Mary J. Ollman. Modern Language Association, 70 Fifth Ave., New York 11, N. Y. $1.00.

Source Materials for Secondary School Teachers of Foreign Languages by Esther M. Eaton and Mary E. Hayes. OE 27001B, Circular No. 690, 1962. U. S. Government Printing Office, Washington 25, D. C.

The roman numerials in the left margin indicate language proficiency levels (I for Level I, etc. "T" indicates material for the teacher.)

Basic Texts and Integrated Programs

I Alexis, Joseph, and Andrew D. Schrag. *First Course in German.* Midwest, 1960.

I Audio-Lingual Materials (ALM). Harcourt, 1961.
II Complete course, tapes, tests, exercises available under title *German, Level I.* Level II to follow.

I Goedsche, C. R. *Deutsch für Amerikaner.* American Book, 1960.
II Tapes available.

I Huebener, Theodore, and Maxim, Newmark. *A First Course in German.* Heath, 1961.
Humor and group activities are combined with solid language learning. Tapes available on loan or for sale. Vocabulary cards available from Language Learning Aids, Box 850, Boulder, Colo. Traditional text with grammar and translation.

II Heubener, Theodore, and Maxim Newmark. *A Second Course in German.* Heath, 1961.
A continuation of *First Course.* Traditional text.

I Hofe, Harold von. *Der Anfang: Understanding and Using German.* Holt.
Beginning German text with tapes available

I Kessler, Hermann. *Deutsch für Ausländer.* Teil I: Leichter Anfang für Sprachmethodik. Königswinter Verlag.
All in German.

T Kessler, Hermann. *Leichte Aufgaben.* Teile Ia. Königswinter Verlag.

III Kritsch, Erna. *Modernes Deutsch.* Appleton, 1961.
IV Review grammar with explanation in German.

III Lehman, W. P. *Review and Progress in German.* Holt, 1959.
Review grammar. Tapes available. Good exercises included in grammar book.

I Rehder, Thomas, and others. *Deutsch: Verstehen und Sprechen.* Holt, 1962.
Teacher's manual, tapes, tests available. Audio-lingual approach. First of integrated series. Levels II and III to follow.

I Rehder, Helmut, and Freeman, Twaddell. *German.* Holt, 1958.
II Tapes, workbook available. Audio-lingual approach.

II Röseler, Robert. *German in Review.* Rev. Ed., Holt, 1953.
III Traditional grammar review.
III Rose, Ernst. *Fliessend Deutsch.* Heath.
IV Review grammar, conversation, and composition.
II Schulz, D., and Griesbach, H. *Deutsche Sprachlehre für Aus-*
III *länder.* 2 Bände. Munich: Max Hueber Verlag, 1958.
T Schulz, D., and Griesbach, H. *Grammatik der Deutschen Sprache.* Munich: Max Heuber Verlag.
Grammar reference for teacher.

Readers

II Alexis, Joseph. *Deutschland Heute.* Midwest, 1956.
View of Germany today. Chapters cover cities, rivers, schools. Has maps, songs, proverbs, etc.
II Bell, Clair H., ed., Fabrizius, Peter. *Wer zuletzt lacht . . .*
III Appleton, 1952.
II Böll, Heinrich. *Abenteuer eines Brotbeutels und andere Geschich-*
III *ten.* W. W. Norton, 1957.
III Bruns, Friedrich. *Die Lese der Deutschen Lyrik.* Heath, 1961.
IV A collection of great poetry from Klopstock to Rilke. Roman type. Annotations about poetry and poets.
II Diamond, William, Reinsch, F. H., and Schomaker, C. B. *Kleiner*
III *Garten.* Holt, 1949.
Literary text of short stories in Fraktur type.
II Drath, Viola Herms, and Winkelman, John. *Reporter in Deutsch-*
III *land.* Holt, 1959.
Tapes on loan or for sale: seven 7-in., 7½ ips.
III Essen, Erika. *Moderne Deutsch Kurzgeschichten.* Frankfurt am
IV Main: Hirschgraben Verlag, 1959.
IV Foltin, Lore B. *Aus Nah und Fern.* Houghton-Mifflin, 1950.
Collection of contemporary German short stories.
II Frank, Arne. *Das Tagebuch der Anne Frank,* ed. Marjorie
III Hoover. Norton, 1957.
T Friedrich, W. P. *History of German Literature.* Barnes & Noble, 1948.
Good reference book for quick view of literary periods and works.
II Gerstacker, Friedrich. *Germelshausen,* ed., Lewis or Whitaker.
III Heath.
I Goedsche, C. R. *Cultural Graded Readers.* American Book,
II 1957. Two series, 5 vols. each of stories graded for difficulty.
III Elementary Series: I *Sutter.* II *Steuben.* III *Carl Schurz.* IV *Einstein.* V *Kleinstadt in Amerika.*
Intermediate Series: I *Schweitzer.* II *Thomas Mann.* III *Heine.* IV *Beethoven.* V *Steinmetz.*
III Griesbach, D. *Deutsch Märchen und Sagen.* Munich: Hueber Verlag. Good for audio comprehension and dictation.
I Hagboldt, Peter, and others. *Graded German Readers.* Heath,
II Books 1-10 in order of difficulty. Five different series of
III five stories each.
Elementary Original: I *Allerlei.* II *Fabeln.* III *Anekdoten*

und Erzählungen. IV *Eulenspiegel und Münchhausen.* V *Fünf berühmte Märchen.*
Elementary Alternate: I *Pechvogel und Glückskind.* II *Das tapfere Schneiderlein. Schneewittchen.* III *Erzählungen und Anekdoten.* IV *Eine Nacht im Jägerhaus* and *Die Geschichte von Kalif Storch.* V *Alle Fünf!*
Intermediate Original: VI *Fortunatus.* VII *Das Peterle von Nürnberg.* VIII *Das geheimnisvolle Dorf.* IX *Das Abenteuer der Neujahrsnacht.* X *Ein Sommer in Deutschland.*
Intermediate Alternate: VI *Das Holzknechthaus.* VII *Der vergessene Koffer* and *Vom Bübchen vor der Himmelstür.* VIII *Das edle Blut.*
Advanced: XI *Land und Leute.* XII *Aus deutscher Vergangenheit.* XIII *Von deutscher Sprache und Dichtung.*

IV Hauptmann, Gerhart. *Einsame Menschen.* Holt.
Naturalistic drama.

II Hofe, Harold von. *Im Wandel der Jahre.* Holt, 1955.
III German cultural history written in practical manner for the beginner, but better suited for more advanced student. Tapes are available for duplication or for sale.

III Kästner, Erich. *Als ich ein kleiner Junge war.* Holt, 1961.
Includes German-English vocabulary.

II Kästner, Erich. *Die verschwundene Miniatur.* Heath, 1938. Rev.
III 1962. In Roman type.

II Kästner, Erich. *Emil und die Detektive.* Holt, 1945.

II Kästner, Erich. *Drei Männer im Schnee.* Appleton, 1961.
III

II Kästner, Erich. *Das Doppelte Löttchen.* Appleton, 1953.
III

III Mathieu, Gustav. *Brieflich Erzählt.* Norton, 1956.
IV Collection of letters by outstanding Germans and Americans. Workbook available.

II Meessen, Hubert, and Blohm, Kurt. *Lebendiges Deutschland.*
III Ginn, 1959.
Informative, contemporary text covering living conditions, travel, student life, and sports. Tapes available.

III Phelps, Reginald, and Stein, Jack. *The German Heritage.* Holt,
IV 1958. Fine cultural text for high school for advanced students.

IV Reichert, Herbert W. *Deutsche Hörspiele.* Appleton, 1959.
Four radio plays with a variety of types on up-to-date subjects.

III Remarque, Erich M. *Drei Kameraden.* American Book.
IV

IV Ryder, F. *Zehn Jahrzehnte.* Holt, 1959.
An excellent collection representative of authors of past 100 years, also with background information in English and a comprehensive vocabulary.

II Schnitzler, Arthur. *Der Blinde Geronimo und Sein Bruder,* ed.

III by Lawrence Price. Heath, 1959.
Appealing, human story of two brothers and their interdependence.

II Schumann, Robert. *German Short Stories of Today.* Heath.
III Representative short stories by contemporary authors—Wiechert, Schwarz, Kafka, Hesse, and others.

I Spann, Meno. *Progressive German Readers.* Heath.
II Series designed to increase students' vocabulary more rapidly. Each booklet has exercises.
Book One: *Der Gorilla Goliath.* Book Two: *Am Radio.* Book Three: *Die Nibelungen.* Book Four: *Doktor Faust.* Book Five: *Wallenstein.*

III Spann, Meno, and Goedsche, C. R. *Deutsche Denker und*
IV *Forscher.* Appleton.

Conversations, Plays, Songs

II *Ein altes Deutsches Weihnachtspiel.* Wiesbaden; Insel-Bucherei,
III 1956.

III *Das Anekdotenbuch.* Berlin: Schoneberg, Seibert, Curt, Weiss Verlag, 1960.

I Appelt, E. P. *Deutsche Gespräche.* Heath.
II Variety of short, pointed conversations, and playlets. Fragen, Übungen, and Aufgaben offer previously learned vocabulary in pattern drills.

I Goedsche, C. R. *Patterns of German.* Houghton.
II

III Haarer, Johanna. *Deutscher Alltag—Ein Gesprächbuch für Aus-*
IV *länder.* Hueber Verlag, 1960.
Excellent conversations from everyday life in Germany.

I Hieble, Jacob, ed. *Deutsche Liederbuch.* Thrift, 1948.
II Thirty-two songs, including carols and recent songs from Germany.

I Hieble, Jacob, ed. *Vierzig Singrädlein.* Thrift, 1948.
II Wide range of rounds.

I Kany, Osteen Sachs. *German Conversation.* Heath.
II Brief dialogues designed for 5-10 minutes of daily class practice.

I Morgan, B. Q., Griebsch, Max, and Hohlfeld, A. R. *Neues*
II *Deutsches Liederbuch.* Heath.
Words and music of 139 popular songs.

III Stadler, Johann B. *Spielbare Witze und Skizzierte Sketsche.*
IV Munich: Don Bosco Verlag, 1960.
Good for class performance.

I Williamson, A. M. *Wir spielen Theater.* Heath.
II Very easy playlets that may be read at an early stage of German study. Especially suitable for class performance.

Dictionaries

T Betteridge, Harold T., ed. *New Cassell's German Dictionary.*
All Funk & Wagnalls, 1958.

T Curme, George. *A Grammar of the German Language.* Ungar, 1952.
A good reference grammar.

T Farrell, Ralph B. *A Dictionary of German Synonyms.* Cambridge University Press, 1953.

T Grebe, Paul. Der Grosse Duden I. *Rechtschreibung der Deutschen Sprache und der Fremdwörter.* 15 Auflage. Mannheim: Bibliographisches Inst. (Adler), 1961.

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All *Sprache.* 4 Auflage. Mannheim: Bibliographisches Inst. (Adler, Rosenberg, Stechart-Hafner).

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T Klatt, E., and Golze, G. *Langenscheidts German-English; Eng-*
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T Kupper, Heinz. *Wörterbuch der Deutschen Umgangsprache.* 2
All Auflage. Hamburg: Claassen Verlag, 1956.

T Meras, A. A. *Ein Wortschatz.* Heath.
All 2000 German words and definitions arranged in related groups for sentence building. Fraktur type.

T Der Sprach Brockhaus. *Deutsches Bildwörterbuch.* Wiesbaden:
All Adler.

T Taylor, R. *German-English Dictionary of Idioms.* Munich: Max
All Hueber Verlag.

Tapes—Discs

"Active German," by Lehmann, Reder, Schulz-Behrend. Holt, 1958.
All conservations, transcribed on 2 12-in. 33⅓ rpm LP records.

III "Circling the Globe with Speech: German" (Simplified) Wilmac. 12-in. LP.

"Das Deutsche Leben Series," EMC Recording Corp. (DTG 180).
Typical events in everyday German life dramatized in simple German. 7.5 ips tape or 3.75. 15 min.

"German" Dis-Ed. Visual Education Association.

I "Gesundheit" by Lotte Seidler. Minnesota School of the Air Station.
30 lessons broadcast live, but available by sending blank tape and postage to Minnesota School of the Air. Worksheets available at 25 cents for set of 30 lessons.

"Invitation to German Poetry." Educational Audiovisual, Inc.

"Linguaphone Brush Up Your German." Linguaphone Institute.
Five double-sided 10-in. records with text.

"Listen and Learn German." Dover Publications.
Three 10-in. 33⅓ rpm LP records.

"Rip van Winkle." Wible Language Institute.
Tape 7.5 ips, Cat. No. LTA 8137 or 3.75 ips, Cat. No. LTA 8133.

"Say It in German." Dover Publications.
One 7-in. LP 33⅓ rpm record contains 8½ min. devoted to spaced phrases and words spoken slowly enough for easy auditory comprehension. Text available. German speaker.

"Schneewittchen" and "Hänsel und Gretel." Educational Audiovisual, Inc., #6206.

"Das Tier." Educational Audiovisual, Inc., #6208.

"Treasury of German Verse." Educational Audiovisual, Inc., #6186.

Additional Record Sources:

Bremen House. 218 E. 8th St., New York 28, N. Y.

Goldsmith's Music Shop, Inc. 401 W. 42nd St., New York 26, N. Y.

Films—Filmstrips

"Christmas in Germany." Society for Visual Education Inc., Chicago, Ill., strip.

"Germany—Scenery and People." Educational Audio-Visual, Inc., #720A, strip.

"Germany Today." Visual Education Consultants, 1958. 30 frames, B&W, with guide on current events and economic problems. Strip.

"Living in West Germany." Society for Visual Education, Inc. Strip.

"Dürer." S119A. Society for Visual Education. Slides: 6 2x2 in color.

"Holbein, the Younger." S120A. Society for Visual Education Slides: 9 2x2 in color.

"West Germany, Land and People." Society for Visual Education. Slides (25).

"Westdeutschland," Part I and II. German Consulate General, Chicago, Ill. 23-30 slides, B&W, available also for "Ost-, Nord-, Sud-, and Mittledeutschland" and for Berlin.

II "Bauernvolk in den Bergen." Churchhill-Wexler, 1960. 16 mm film. 15 min. Color and B&W.

II "Im Herzen Europas." Churchhill-Wexler, 1961. 16 mm film. 12 min. Color and B&W.

III "Im Lande Wilhelm Tells." Churchhill-Wexler. 16 mm film. 15 min. Color and B&W.

Additional Film Sources:

Audiovisual Center. Division of Adult Education and Publications, Indiana University, Bloomington, Ind.

Audiovisual Dept. Southern Ill. University, Carbondale, Ill.

Brandon Films, Inc. 200 W. 57th St., New York 19, N. Y.

Britannica Films. 1150 Wilmette Ave., Wilmette, Ill.

Contemporary Films. 13 E. 37th St., New York 16, N. Y.

Coronet Industrial Films. Coronet Bldg., 1065 E. South Water St., Chicago, Ill.

Film Classic Exchange. 1977 S. Vermont Ave., Los Angeles 7, Calif.

German Consulate General. 8 S. Michigan Ave., Chicago 3, Ill.

International Film Bureau. 57 Jackson Blvd., Chicago, Ill.

International Film Classics. 2138 E. 75th St., Chicago 49, Ill.

Life. 9 Rockefeller Plaza, New York 20, N. Y. (Filmstrips).

Morthole, E. L. 8855 Lincoln Wood Drive, Evanston, Ill.

Swiss National Travel Office. 10 West 49th St., New York, N. Y.

Visual Aids Service. Div. of University Extension, U. of Illinois, Urbana, Ill.

Periodicals

Cosmos. German popular science magazine.

III *Das Beste aus Reader's Digest.* Reader's Digest, Pleasantville,
IV N. Y. Short articles of interest with difficult vocabulary. $4.00 per year.

Deutschland Kalender. German News Co., Inc., 218 E. 86th St., New York, N. Y. $1.75.

I *Glückauf.* House of Grant, 29 Mobile Drive, Toronto 16, Ont. Carefully graded material for beginners. Six issues per year. $1.55.

II *Guten Tag.* House of Grant.
III Advanced student publication. Six issues per year. $1.80.

III *Langenscheidts Sprach-Illustrierte.* Munich. Distributor: Barnes & Noble. Monthly magazine, stories, puzzles. Interesting for 3rd year. 6 months—$1.25; 12 months—$2.40.

II *Die Hausfrau.* 1517 W. Fullerton Ave., Chicago 14, Ill. Monthly
III $3.00 per year. Supplementary material for good students.

II *Monatspost: Eine Zeitschrift für Deutschstudenten.* Rochester
III 4, N. Y. 237-239 Andrews St. $1.00. Text and vocabulary included.

I- *Perspective of Germany.* Atlantic Monthly Supplement. 1957
IV Incultural Publications, Inc., 60 E. 42nd St., New York 17, N. Y. 35¢, in quantities of 10 or more 25¢. All excellent panorama of short stories, articles, poetry, painting, and factual information about post-war Germany.

I *Das Rad.* Mary Glasgow and Baker LTD, 128 Industrial Road, Richmond Hill, Ontario, Canada. $1.00 per year. 8 pages with easy text for beginner with limited vocabulary.

II *Der Roller.* Mary Glasgow and Baker LTD. $1.00 per year.
III Small 8-page periodical in newspaper format with vocabulary included. Good for outside reading and includes a pen-friend service.

III *Unsere Zeitung* (Für den Deutschen Sprachunterricht: Ein
IV Querschnitt durch die deutsche Presse.) Bremen: Eilers & Schunemann Verlag. $1.60 per year. Shortened and edited articles from German newspaper with vocabulary included.

Display Materials—Sources

Austrian Information Service. 31 E. 68th St., New York 21, N. Y.

Austrian State Tourist Depart. 48 E. 48th St., New York, N. Y.

Carl Schurz Memorial Foundation. 420 Chestnut St., Philadelphia 6, Pa.

German News Co., Inc. 200 E. 86th St., New York 28, N. Y.
(For calendars, newspapers, magazines, etc.)

German Tourist Information Office. 11 S. LaSalle St., Chicago 3, Ill.

Information Bureau of AATG. Glenn Wass, Director. Dept. of German, Colgate University, Hamilton, N. Y.

Lufthansa Airlines, 555 5th Ave., New York 17, N. Y.

Suggestions for Classroom Materials. Prof. Emma Birkmaier, School of Education, University of Minnesota, Minneapolis, Minn.

Swiss National Travel Office. 10 W. 49th St., New York, N. Y.
Free posters, maps, films, and pictures.

Methodology and Course Guides

Alden, Douglas W. *Materials List for Use by Teachers of Modern Foreign Language Study.* 1959. o.p. Modern Language Association of America.

Brooks, Nelson. *Language and Language Learning.* Harcourt, 1960.

Cornelius, Edwin T. Sr. *Language Teaching.* Crowell, 1953.
Account of work of linquistic scientists and techniques for teaching foreign languages.

Foreign Language Program of the Modern Language Association of America. Donald D. Walsh, Director. 6 Washington Square N, New York 3, N. Y.
This office carries on a large volume of research studies and maintains extensive files on important aspects of teaching language in U. S. Journal: PMLA.

The German Quarterly. American Assn. of Teachers of German. Herbert Peisel, Bus. Mgr., Dept. of Germanic Languages, Syracuse University, Syracuse, N. Y.

Gullette, Cameron. *Teaching a Modern Language.* Appleton.
Concise treatment of the phase of teaching a modern language. Bibliography of civilization material and realia.

Hutchinson, Joseph C. *The Language Laboratory.* OE 27013, No. 23. U. S. Government Printing Office, Washington 25, D. C., 1961.

Johnston, M. C., and Eaton, E. M. *Source Material for Secondary School Teachers of Foreign Language.* Office of Education, No. 509, REV (OC27001). 25 cents.

Kufner, Herbert L. *The Grammatical Structure of English and German.* University of Chicago Press, 1962.

Marchand, James Woodrow, and Belasco. *Applied Linguistics German.* Heath, 1961.

Meras, Edmond A. *A Language Teacher's Guide.* Harper, 1954. General work with stress on the direct method. Suggests many teaching devices.

Modern Language Journal. National Federation of Modern Language Teachers Assoc., Stephen Pitcher, Bus. Mgr. 7144 Washington Ave., St. Louis 5, Mo.

Moulton, William G. *The Sounds of English and German.* Univ. of Chicago Press, 1962.

O'Connor, Patricia. *Modern Foreign Language in High School: Pre-reading Instruction.* Office of Education. (OE 27000, No. 9) 1960. U. S. Government Printing Office, Washington 25, D. C.

Parker, William Riley. *The National Interest & Foreign Languages.* U. S. Government Printing Office, Washington 25, D. C., 1962. $1.00.

Stack, Edward M. *The Language Laboratory and Modern Language Teaching.* Oxford Univ. Press., 1960.

Additional Teacher's Aids and Tests:

Cuthbertson, Stuart, and Lulu Cuthbertson. *German Verb Wheel.* Heath.

Facts about Germany. German Consulate or German Tourist Information Office. Free in German or English.

Germany, 2000 Years. K. F. Reinhardt. Milwaukee, Wis., 1950.

The Two Germanies. G. S. McClellan. New York, 1959.

Tests:

AATG, c/o Albert Sholz. Department of German, Syracuse University, Syracuse 10, N. Y.

Barron's Regents Exams and Answers: German Two Years. Barron's Educational Series, Inc., Great Neck, N. Y., 1959.

Birkmaier Test. C. A. Gregory Co., 345 Calhoun St., Cincinnati 19, Ohio.

College Entrance Examination. 1840 Sheridan Road, Evanston, Ill.

New Cooperative Test. Educational Testing Service, Princeton, N. J.

Correspondence-on-Tape Clubs

"International Tapeworms." P. O. Box 215, Cedarhurst, Long Island, N. Y.

"National Tapespinners." Box 148, Paoli, Pa.

"Tape-Respondents International." P. O. Box 125, Little Rock, Ark.

"United Recording Club." 2516 S. Austen Blvd., Chicago 50, Ill.

"Voicepondence." Noel, Va.

"World Tape Pals." P. O. Box 9211, Dallas, Texas.

APPENDIX—SOURCES OF MATERIALS

Adler's Foreign Books, 110 W. 47th St., New York 36, N. Y.
American Book, 55 5th Ave., New York 3, N. Y.
Appleton-Century-Crofts, 34 W. 33rd St., New York 1, N. Y.
Banks Upshaw & Co., 39-86 47th St., Long Island, N. Y.
Barnes & Noble, 105 5th Ave., New York 3, N. Y.
Bremen House, 218 E. 86th St., New York 28, N. Y.
Bruce Publishing Company, 2911 Bruce Bldg., Milwaukee 1, Wis.
Churchhill-Wexler, 801 N. Seward St., Los Angeles 38, Calif.
Thomas Y. Crowell Co., 432 Park Ave. S., New York 16, N. Y.
Dover Publications, 180 Varick St., New York 14, N. Y.
Educational Audio-Visual Inc., 29 Marble Ave., Pleasantville, N. Y.
EMC Recording Corporation, 806 E. 7th St., St. Paul 6, Minn.
Funk & Wagnalls, 153 E. 24th St., New York 10, N. Y.
German Consulate General, 8 S. Michigan Ave., Chicago 3, Ill.
German News Co., Inc., 200 E. 86th St., New York 28, N. Y.
Gessler Publishing Co., Hastings-on-Hudson, N. Y.
Ginn & Co., 72 5th Ave., New York 11, N. Y.
Goldsmith's Music Shop, Inc., 401 W. 42nd St., New York 26, N. Y.
Harcourt, Brace & World, 750 3rd Ave., New York 17, N. Y.
D. C. Heath & Co., 285 Columbus Ave., Boston 16, Mass.
Herder Book Center, 232 Madison Ave., New York 16, N. Y.
Holt, Rinehart & Winston, 383 Madison Ave., New York 17, N. Y.
Linguaphone Institute, 300 Rockefeller Plaza, New York 20, N. Y.
Mary S. Rosenberg, 100 W. 72nd St., New York 23, N. Y.
Midwest Book Co., 1811 S. Pershing Rd., Lincoln 2, Nebr.
Minnesota School of Air, Station KUOM, Univ. of Minn., Minneapolis, Minn.
Modern Language Association, 70 Fifth Ave., New York 11, N. Y.
National Tourist Office—Germany, Box 258, Dept. D-3, New York 17, N. Y.
W. W. Norton & Co., 55 5th Ave., New York 3, N. Y.
Oxford University Press, 16-00 Pollitt Dr., Fair Lawn, N. Y.
Society for Visual Education Inc., 1345 Diversey Pkwy., Chicago 14, Ill.
Stechert-Hafner, 311 E. 10th St., New York 3, N. Y.
Thrift Press, P. O. Box 85, Ithaca, N. Y.
F. Ungar Publishing Co., 131 E. 23rd St., New York, N. Y.
U. S. Government Printing Office, Supt. of Documents, Washington 25, D. C.
U. S. Office of Education, Dept. HEW, Washington 25, D. C.
University Publishers, 239 Park Ave. S., New York 3, N. Y.
Visual Education Assoc., 207 S. Perry St., Dayton 2, Ohio.
Wible Language Institute, Hamilton Law Bldg., Allentown, Pa.
Wilmac Recorders, 921 E. Green St., Pasadena, Calif.